UNIT TEST IN ENGLISH FOR CLASS-XII

XII

UNIT TESTS IN ENGLISH

FOR CLASS XII

[illegible] English Reader, Part II

prescribed by

[illegible] Secondary Education for the Core Courses in English

[illegible]

[illegible]

[illegible] Research and Training

UNIT TESTS IN ENGLISH

FOR CLASS XII

For English Reader, Part II
prescribed by
the Central Board of Secondary Education for the Core Course
in English

MAMTA AGRAWAL

S.C.E.R.T., West Bengal
Library
Calcutta
25/3, B. C. Road

विद्या ऽमृतमश्नुते
एन सी ई आर टी
NCERT
राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
National Council of Educational Research and Training

August 1983
Sravana 1905

P.D.2T–SD

3072

©*National Council of Educational Research and Training, 1983*

S.C.E.R.T., West Bengal
Date 14/12/84
Acc. No. 3079

371.26
AGR

Price : **Rs.** 8.75

Published at the Publication Department by C. Ramachandran, Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016 and printed by S.P. Dhawan at The Central Electric Press, 80-D, Kamla Nagar, Delhi 110007

FOREWORD

With the emerging emphasis on the concept of formative evaluation for the purpose of improvement of learning, it is necessary for the teacher to evaluate the pupils continuously and comprehensively. For this, a large amount of testing material is required by the teachers. The present brochure is an attempt to fulfil this largely felt need. The brochure contains unit tests on all the lessons in English Reader II, the Class XII textbook for the core English prepared by the N.C.E.R.T. Since this textbook is being used in schools affiliated to the Central Board of Secondary Education, I hope the concerned teachers will find it useful in not only evaluating their pupils' achievement in English but also in improving their learning. These tests can also act as specimen tests for the teachers who wish to develop their own unit tests.

I congratulate Smt. Mamta Agrawal, Lecturer, Department of Measurement and Evaluation, for taking up the task of making this publication possible. I am also appreciative of all those who have contributed towards the development of this publication.

SHIB K. MITRA
Director
National Council of Educational
Research and Training

New Delhi
February 1980

INTRODUCTION

Evaluation has universally been accepted as an integral part of education. It acts as a system of quality control in which at each step in the teaching learning process it may be determined whether the process is effective or not. The main purpose of evaluation is, therefore, feedback to both teachers and pupils, whereby the learning of the students may be improved. To achieve this purpose the teacher should be able to evaluate his pupils quite frequently, in fact after teaching every unit. For this, teachers need a large amount of evaluation material which will help them in evaluating their pupils' level of achievement. In this brochure an attempt has been made to present unit tests on all the lessons in English Reader II, the Class XII textbook for the core English syllabus of the Central Board of Secondary Education. It is expected that these tests will serve the following purposes :

1. Each test may be used as an end-of-the-lesson test when the lesson covered by the test is completed in the class.
2. These tests help the teacher in getting the feedback about the strengths and weaknesses of the students so that suitable measures could be taken to improve their learning.
3. These tests will also enable the teachers to know the strengths and drawbacks of their methods of teaching so that they may improve teaching.

Each unit test included in the brochure is preceded by a blueprint and followed by a marking scheme and question-wise analysis. These tests contain various forms of questions and thus exhibit a flexibility in approach. At the same time it has also been ensured that they satisfy the characteristics of a good test.

It is hoped that this brochure will help teachers in assessing the achievement of students and thereby improve their learning.

ACKNOWLEDGEMENTS

I wish to express my grateful thanks to Dr. D. C. Agarwala, Mr. Elton D'Souza, Sri Ashok Mathur, Sri S.K. Bose, Sri S.C. Chadha, Sri A.K. Mathur, Sri H.C. Katyal, Km. Prabha Gaikwad, and Sri Raghvendra Rao, who participated in the development of these unit tests.

I am grateful for the contribution made by Smt. B. Nag, Dr. Harish Dhillon, Dr. D.C. Agarwala and Smt. Vijay Subramaniyam to the vetting and finalisation of these tests.

MAMTA AGRAWAL
Lecturer
Department of Measurement and Evaluation

CONTENTS

FOREWORD	...	...	iii
INTRODUCTION	...	...	v
ACKNOWLEDGEMENTS	...	...	vi
TESTING OF LANGUAGE	...	...	1
UNIT TESTS ON :			
1. No Time for Fear	...	...	4
2. Fight Against Malaria	...	...	9
3. The Trust Property	...	...	15
4. Taming the Atom	...	...	21
5. My Struggle For an Education	...	...	26
6. Australia's Rabbit Problem	...	...	31
7. I am John's Heart	...	...	37
8. My Watch	...	...	42
9. Tight Corners	...	...	48
10. The Ant and the Grasshopper	...	...	54
11. Delilah	...	...	61
12. Ideas That Have Helped Mankind	...	...	68
13. A Village Cricket Match	...	...	74

Testing of Language

The main components of language learning and teaching are listening, speaking, reading and writing. The underlying ability in listening and reading is 'comprehension' and in speaking and writing 'expression'. Since the grammatical structures and vocabulary are the most important elements shared by all the four abilities, a knowledge of these is essential for learning a language. Hence, knowledge of the elements of language, comprehension and expression are the three major objectives of any instructional and evaluational programme in language and it is the test constructor's task to measure accurately the students' achievement in developing these abilities by various suitable means.

The proficiency in speaking and listening can be tested by oral tests and that in reading and writing through written tests. This brochure incorporates units tests for evaluating student's ability in reading comprehension and written expression besides his knowledge of the elements of language. These unit tests are based on the lessons contained in Class XII core text book for English. The main emphasis in these tests is to test the student's comprehension of the read material and the ability to express himself in correct English. However, for testing elements of language, some vocabulary and structural items have also been kept.

Testing Comprehension :

By comprehension in lanuage we mean that when the student is confronted with a communication (written or oral) he should be able to know what is being communicated. This 'knowing', however, can range from simple grasping of the meaning or the central idea to the critical evaluation of the content.

Broadly speaking, comprehension mainly consists of the ability to grasp the meanings of words and phrases in the context, to identify the main statements, facts and ideas in a communication, to perceive relationships and sequence of ideas, to interpret implied meaning of a passage, to draw conclusions, to make inferences and to "read between the lines."

In a testing situation, comprehension can best be evaluated through the pupil's responses to unseen material. The presentation of the familiar material results in eliciting only the memorized responses. Therefore, the use of unseen passage is the best

way to ensure validity and reliability of a comprehension test. However, when higher levels of comprehension, such as identifying relationships, inferring the mood of the author or character, and evaluating ideas, etc. are to be tested, the material already discussed in the class is a better choice. Thus, a test of comprehension based on such material will need to be pitched at a higher level as compared to one based on unseen material. However, for evaluating comprehension through the medium of the known text students would need to have acquired a sufficiently high level of expression to be able to communicate their ideas and feelings effortlessly. Thus, open-ended questions with or without a structured base could be effectively used for evaluating comprehension. Multiple choice items can also be devised for testing finer discrimination in interpretation of a certain section of a poem or prose text.

Testing Expression :

Expression means the ability of the student to put his ideas in proper sequence, using proper vocabulary and structures, both orally and in writing.

In written expression the purpose of the test is to assess the extent to which a candidate manages to use appropriate words, phrases, and structures to communicate his ideas. Proper organisation of ideas, correct spelling and punctuation and proper choice of words are the points to be considered in the test. Some of the testing activities related to expression skills are writing compositions and answering questions on known subjects. In the present brochure the expression ability has been tested through asking questions on the read material.

Since at +2, state language is not to be tested orally at all, only the following instructional objectives of English have been taken into consideration in this brochure.

1. The student reads English silently with comprehension.
2. The student writes English correctly.
3. The student acquires knowledge of the elements of English language and the textual content.

The specifications of these objectives are given below :

OBJECTIVE I : The student reads English silently with comprehension.

Specifications

The student

1. grasps the meaning of words, phrases, and sentences from the context.
2. grasps the ideas conveyed in a passage.
3. locates key words, phrases, and sentences in a passage.

4. locates important facts and ideas.
5. identifies relationship between objects, ideas, events, facts, characters, etc.
6. compares objects, ideas, events, facts, characters.
7. distinguishes between related words and ideas.
8. interprets ideas, events, traits of characters, etc.
9. infers meaning, ideas, messages, mood of the author or character, etc.
10. gets at the central idea of a piece.
11. evaluates events, actions, ideas, feelings, and views.

OBJECTIVE II : The student writes English correctly.

Specifications

The student

1. spells correctly.
2. uses appropriate words, idioms, and structures.
3. uses a variety of sentences.
4. uses capital letters and marks of punctuation correctly.
5. presents only relevant facts and ideas.
6. avoids unnecessary repetitions.
7. organizes ideas, facts, etc. into paragraphs.
8. introduces a subject, develops and ends it well.
9. displays imagination in writing.
10. follows the techniques of different forms and formats of written expression.

OBJECTIVE III : The student acquires knowledge of the elements of English language and the textual content.

Specifications

The student

1. recognises and recalls the meanings of words, sentence patterns, spellings, etc.
2. recognises and recalls events, facts and ideas from the text.

Unit : No Time For Fear

Maximum Marks : 25

Class : XII

Time : 40 mts.

BLUE PRINT

S. No.	Objective (Form of question / Content Unit)	Knowledge				Comprehension				Expression				Total
		E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
	Language Content			1(1)	2(2)				2(2)			2(2)		7(7)
	Textual Content		2(2)*			4(1)*	4(2)*			2(—)*	4(—)* 8(—)*			18(5)
	SUB-TOTAL		2(2)	1(1)	(22)	4(1)	4(2)		2(2)	2(—)	6(—)	2(2)		25(12)
	TOTAL	5(5)				10(5)				10(2)				25(12)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one questions.

Summary :			
	Essay (E)	No. 1	Marks : 6
	Short Answer (SA)	No. 4	Marks : 12
	Very Short Answer (VSA)	No. 3	Marks : 3
	Objective (O)	No. 4	Marks : 4
		12	25

Scheme of Options : Nil

Scheme of Sections : Nil

NO TIME FOR FEAR

Time : 40 mts.

Max. Marks : 25

Instructions

A. All the questions are compulsory.

B. Read the questions carefully before you answer them.

C. Marks are indicated against each question.

TEST

1—4 The following questions have four answers each, marked A, B, C and D. Select the correct answer and write its letter along with the serial number of the question.

1. 'Staggering into the lobby of the lodge she cried'. Here the word 'lobby' means 1

   A. courtyard

   B. porch

   C. corridor

   D. entrance-hall

2. 'Malcolm edged over to the bath-room mirror for the first look at himself.' Here 'edged over' means to move 1

   A. slowly

   B. secretly

   C. quietly

   D. painfully

3. 'Though Ashok was injured badly, he volunteered gamely to take the message to the captain'. Here 'gamely' means 2

A. promptly

B. cheerfully

C. willingly

D. bravely

4. 'The disabled and badly wounded soldier saw a deadly snake crawl towards him. Stupefied, he felt it was all over with him'. The phrase 'all over with him' means that he

A. had overcome danger

B. was willing to die

C. was unable to run away

D. could not escape death

5. Substitute a single word for the following expression : 'a canvas bag used for carrying food, clothes, etc'. 1

6—7 Use each of the following phrases in a sentence of your own so as to bring out their meaning.

6. crazed with anger 1

7. to take stock of 1

8—11 Answer the following questions in about 30—40 words each :

8. Why was the sight of the mother grizzly with two cubs more funny than frightening when Malcolm and Barb were on their ascent to Balu Pass? 3

10. Give two reasons why Malcolm did not run away when Barb was attacked by the grizzly bear?

11. For what possible reasons did the grizzly bear attack Malcolm and Barb? 3

12. Answer the following question in about 100 words.

Do you agree that Barb married Malcolm because he had saved her from the mother grizzly? Give reasons. 6

SCORING KEY

Q. No.	1	2	3	4
Key	D	A	D	D
Marks	1	1	1	1

MARKING SCHEME

Q. No.	*Outline Answers*	*Value Point*		*Marks*
5.	haversack			1
6.	correct usage and structure			1
7.	correct usage and structure			1
8.	because the mother grizzly was far away from them and could not hurt them	Knowledge Expression	1 2	3
9.	—she may propose to the gentleman of her choice —if he is free to marry her —he is bound to do so	Knowledge Expression	1 2	3
10.	—he loved her —it was a spontaneous action	Comprehension Expression	2 1	3
11.	—she was a mother grizzly and was protecting her cubs —they had teased her the day before	Comprehension Expression	2 1	3
12.	*Yes* : 1. he had protected her. 2. she felt obliged to him. *No* : 1. she was in love with him. 2. physical apparance did not matter.	Comprehension Expression	3 3	6

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level	Remarks
1.	Knowledge	recognises	Language	0	1	1	C	
2.	,,	,,	—do—	0	1	1	B	
3.	Comprehension	grasps meanings of words	—do—	0	1	1	B	
4.	,,	,,	,,	0	1	1	B	
5.	Knowledge	recalls	,,	VSA	1	2	B	
6.	Expression	uses words and phrases	,,	VSA	1	2	B	
7.	Expression	,,	,,	VSA	1	2	B	
8.	Knowledge+ Expression	recalls+expresses	Text	SA	3	4	B	
9.	,,	,,	,,	SA	3	4	B	
10.	Comprehension+ Expression	infers+expresses	,,	SA	3	4	A	
11.	,,	infers+expresses	,,	SA	3	4	A	
12.	,,	interprets+ expresses	,,	E	6	10	A	

* *0 for Objective type*
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

4 mts for revision

+ A for Difficult
B for Average
C for Easy

Unit : **Fight Against Malaria**

Maximum Marks : 25

Class : XII

Time : 40 mts.

BLUE PRINT

S. No.	Objective / Form of question / Content Unit	Knowledge				Comprehension				Expression				Total
		E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
	Language Content			2(2)	2(2)				3(3)					7(7)
	Textual content					3(1)*	4(2)* 1(1)*		4(4)	3(—)*	2(—)* 1(—)*			18(8)
	SUB-TOTAL			2(2)	2(2)	3(1)	5(3)		7(7)	3(—)	3(—)			
	TOTAL	4(4)				15(11)				6(—)				25(15)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary :			
Essay (E)	No. 1	Marks : 6	
Short Answer (SA)	No. 3	Marks : 8	Scheme of Options : Nil
Very Short Answer (VSA)	No. 2	Marks : 2	
Objective (O)	No. 9	Marks : 9	Scheme of Sections : Nil
	15	25	

FIGHT AGAINST MALARIA

Time : 40 mts.

Max. Marks : 25

Instructions :

A. All questions are compulsory.

B. Read the question carefully before you try to answer it.

C. Marks are indicated against each question.

D. Questions 1—9 have four answers each, marked A, B, C and D. Write the letter of the correct answer along with the serial number of the question.

TEST

1. "But there is a very long stride from theory to proof, and years passed, and millions of people died of malaria, and millions more were permanently invalided by it, and humanity seemed as far as ever from deliverance of this scourge."
'Scourge' here means, cause of 1

   A. disease
   B. suffering
   C. disaster
   D. disability

2. "The story of his toils, his disappointments, his *indomitable* faith and courage, is one of the most thrilling in the history of the British race".
The word *indomitable* here means 1

   A. deep
   B. wavering
   C. blind
   D. unyieiding

3. 'But for your help we should not have finished it in time'.

This sentence means 1

A. the work was finished only because of your help

B. the work could not be finished even with your help

C. even without your help the work was finished

D. the work can be finished whether you help us or not

4. 'The honey-seller at the Mall says that his honey is pure but every customer *looks askance* at him'.

The phrase 'look askance' in the above sentence means, to look at 1

A. curiously

B. suspiciously

C. angrily

D. anxiously

5. 'I must have met him a number of times, but I don't remember his face'.

The expression *must have met* here means that 1

A. it was necessary

B. it was highly desirable

C. it was his duty

D. there was a strong probability

6. Which of the following statements is correct? 1

A. It is difficult to assess the contribution made by Ronald Ross Institute.

B. The discovery of Ross did not help in the completion of the Panama Canal.

C. It has been proved that malaria caused the fall of Greece.

D. The bad air in marshy areas caused malaria there.

7. The task of Ronald Ross was more difficult than that of other giant-killers because 1

A. it took him a lot of time to complete.

B. the natives did not cooperate with him.

C. he did not know where the enemy was.

D. it needed valour and wisdom.

8. "The dissection was excellent and I went carefully through the tissues, now so familiar to me, searching every micron with the same passion and care as one would search some vast ruined palace for a hidden treasure."

This sentence shows Ross' 1

A. intelligence

B. persistence

C. ability

D. adventurousness

9. Which of the following statements is correct? 1

A. There were not many mosquitoes left when Ross had dissected the one which had malarial parasite in its stomach.

B. The parasite of malaria are light in colour.

C. Even before Ross' discovery malaria parasite had been found in man's blood.

D. Enthusiastic scientists treat people suffering from malaria at the Ronald Ross Institute.

10—11 Substitute a single word for :

10. a germ which lives in or on another living thing and gets its food from it. 1

11. a lense that concentrates light. 1

12. Answer in 20—30 words.

What is the significance of Ross' discovery? 2

13—14 Answer in 40 to 50 words each.

13. Ultimately the Angel of Fate laid his hand on Ross' head. How? 3

14. For what possible resons did the natives suspect Ross of witchcraft? 3

15. Answer in about 100 words :

What difficulties had Ross to face and how did he overcome them? 6

SCORING KEY

Q. No.	1	2	3	4	5	6	7	8	9
Key	B	D	A	B	D	A	C	B	C
Marks	1	1	1	1	1	1	1	1	1

MARKING SCHEME

Q. No.	*Answers*	*Value points*		*Marks*
10.	Parasite			1
11.	Condenser			2
12.	—helped mankind in fighting malaria —would help in further research	Comprehension Expression	1 1	2
13.	—His luck smiled on him —He was able to discover the malarial parasite in the stomach of a female anopheles mosquito	Comprehension Expression	2 1	3
14.	—strange way of working with insects —strange instruments —drawing of blood for testing	Comprehension Expression	2 1	3
15.	—heat —non-cooperation of the natives —monotony —perseverance, patience, devotion.	Comprehension Expression	3 3	6

QUSTION-WISE ANALYSES

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level+	Remarks
1.	Knowledge	recognizes	Language	0	1	1	B	
2.	,,	,,	,,	0	1	1	B	
3.	Comprehension	grasps the meaning	,,	0	1	1	B	
4.	,,	,,	,,	0	1	1	B	
5.	,,	,,	,,	0	1	1	A	
6.	,;	interprets	Text	0	1	1	B	
7.	,,	,,	,,	0	1	1	B	
8.	,,	infers	,,	0	1	1	A	
9.	,,	interprets	,,	0	1	1	A	
10.	Knowledge	recalls	Language	VSA	1	1	B	
11.	,,	,,	,,	VSA	1	1	B	
12.	Comprehension+ Expression	interprets & expresses	Text	SA	2	2	B	
13.	,,	,,	,,	SA	3	4	B	
14.	,,	infers & expresses	,,	SA	3	4	B	
15.	,,	identifies & expresses	,,	E	6	15	B	

* *0 for Objective type*
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

4 mts for revision

\+ *A for Difficult*
B for Average
C for Easy

Unit : **The Trust Property**

Maximum Marks : **25**

Class : XII

Time : 40 mts.

BLUE PRINT

S. No.	Objective: Form of question / Content Unit	Knowledge				Comprehension				Expression				Total
		E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
	Language Content								3(3)			2(2)		5(5)
	Textual Content	4(1)*		1(1)			6(3)*		3(3)	3(—)*	3(—)*			20(8)
	SUB-TOTAL	4(1)		1(1)			6(3)		6(6)	3(—)	3()	2(2)		25(13) —
	TOTAL	5(2)				12(9)				8(2)				25(13)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 1	Marks : 7
Short Answer (SA)	No. 3	Marks : 9
Very Short Answer (VSA)	No. 3	Marks : 3
Objective (O)	No. 6	Marks : 6
	13	25

Scheme of Options : Nil

Scheme of Sections : Nil

3. THE TRUST PROPERTY

Time: 40 mts.
Max. Marks : 25

Instructions

A. All questions are compulsory.

B. Read the questions carefully before you try to answer them.

C. The first nine questions carry one mark each. For the rest of the questions marks are indicated against them.

TEST

1—5 The following questions have four answers each, A, B, C and D. Write the letter of the correct answer along with the serial number of the questions.

1. 'Suddenly the fever rose high and Joseph's condition became critical. In a state of delirium he began uttering the names of his parents.' In this context the word 'delirium' means

   A. feeling of anxiety

   B. uncontrollable fear

   C. violent mental disturbance

   D. state of excitement

2. 'The downfall of Greece is said to have come about due to its degenerate Society.' 'Degenerate' means a society which is

   A. traditional

   B. disorganized

C. sophisticated

D. decaying

3. 'The new entrant was tired of doing the same thing again and again. In order to break the monotony, he began looking for some kind of entertainment'. In the above lines 'montony' means

A. laziness

B. excitement

C. tiredness

D. boredom

4. The village people made inquiries after the father of Nitai because they

A. had great consideration for Nitai

B. wanted to separate Nitai from the old man

C. feared that Nitai would inherit the property

D. felt pity for the boy's parents

5. Jagannath took Nitai under his care because

A. he liked the pranks of the boy

B. he wanted some one for company

C. he saw his grandson in him

D. all the above three

6. 'The older people called him Jagannath, but the reason why the younger generation preferred to call him a vampire was hard to guess. It may be that the bloodless, dried-up skin of the old man had some physical resemblance to the vampire's'.

Which expressions in the above passage suggest that the author was not sure why the younger generation called Jagannath a vampire? 1

7. Not a sound disturbed the stillness except the occasional howl of a dog. (Rewrite the sentence beginning "The occasional....." 1

8. Use the phrase 'to weigh heavily on' in a sentence of your own. 1

9. What was the event that snapped the relations between Brindavan and his father ? 1

10.12 Answer the following questions in 30-40 words.

10. Why did Brindavan call his father a murderer ? 3

11. Throwing both his hands in the air, he seemed to search about for something, muttering : "Nitai, who has removed my ladder ?"

What could be the possible reason of Jagannath referring to Nitai and the ladder in his dying moments ? 3

12. Justify the title of the lesson. 3

13. How did Jagannath react to the separation from his son and grandson? (Answer in not more than 100 words) 7

SCORING

Q. Nos.	1	2	3	4	5
Key	C	D	D	C	D
Marks	1	1	1	1	1

MARKING SCHEME

Q. No.	*Outline Answers*	*Value Points*	*Marks*
6.	hard to guess, may be.		1
7.	The occasional howl of a dog disturbed the stillness.		1
8.	The prospect of wandering around without a proper job weighed heavily on the mind of the young engineer. Or any other correct usage.		1
9.	The death of Brindavan's wife snapped the relations between Brindavan and his father.		1
10.	—Brindavan's wife fell ill. —In spite of his repeated requests his father refused to buy the costly medicines prescribed by the doctor. —His wife died ultimately. —Brindavan thought that his father was responsible for his wife's death.	Comprehension—2 Expression— 1	3
11.	—Jagannath realized that he killed his own grandson. —Loses balance of mind. —The way in which he killed him—by removing the ladder—haunts him.		

	—Even in the dying moments he couldn't but think of Nitai and the ladder.	Comprehension—2 Expression— 1	3
12.	—Jagannath hid all his treasure in an underground room in a temple.		
	—Wanted the treasure to go to his grandson or his legal heirs.		
	—Turned Nitai into a Yak to guard his wealth for the sake of his grandson.		
	—He is a kind of trustee to his property.	Comprehension—2 Expression— 1	3
13.	—Brindavan was not bothered about his son's exit—on the other hand greatly relieved.		
	—his household expenses reduced.		
	—the fear of being poisoned disappeared.		
	—but his grandson's exit troubled him.		
	—the house looked empty without him.		
	—felt miserable remembering his mischievous acts.		
	—Vowed not to scold him when he returned.	Knowledge— 4 Expression— 3	7

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level +	Remarks
1.	Comprehension	Grasps the meaning	Language	O	1	1	B	
2.	Comprehension	,,	,,	O	1	1	B	
3.	,,	,,	,,	O	1	1	C	
4.	,,	Infers	Text	O	1	1	B	
5.	,,	,,	,,	O	1	1	A	
6.	,,	Locates	,,	O	1	2	A	
7.	Expression	Uses correct structure	Language	VSA	1	2	B	
8.	,,	,,	,,	VSA	1	2	B	
9.	Knowledge + Expression	Recalls + expresses	Text	VSA	1	2	B	
10.	Comprehension + Expression	Infers + expresses	,,	SA	3	5	B	
11.	,,	,,	,,	SA	3	5	A	
12.	,,	Interprets + expresses	,,	SA	3	5	B	
13.	Knowledge & Expression	Recalls + expresses	,,	E	7	8	B	

* O for Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Eassay type

4 mts for the revision+.

A for Difficult
B for Average
C for Easy

Subject : **Taming the Atom**
Maximum Marks : **30**

Class : XII
Time : 40 mts

BLUE PRINT

S. No.	Objective (Form of question / Content Units)	Knowledge E	Knowledge SA	Knowledge VSA	Knowledge O	Comprehension E	Comprehension SA	Comprehension VSA	Comprehension O	Expression E	Expression SA	Expression VSA	Expression O	Total
	Textual Content		6(3)*		2(2)	5(2)*	1(1)* 2(1)*		4(4)	5(—)*	1(—)* 3(—)* 1(—)*			30(13)
	SUB TOTAL		6(3)*		2(2)	5(2)	3(2)		4(4)	5(—)	5(—)			
	TOTAL		8(5)				12(8)				10(—)			30(13)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 2	Marks : 10
Short Answer (SA)	No. 5	Marks : 14
Very Short Answer (VSA)	No. —	Marks : —
Objective (O)	No. 6	Marks : 6
	13	30

Scheme of Options : Nil

Scheme of Sections : Nil

S.C.E.R.T., West Bengal
Date 14.12.84
Acc. No. 30772
MOTA THINGS
371.26
AGR
S.C.E.R.T., West Bengal Library
25/3 B.T. Road Calcutta
30772

4. TAMING THE ATOM

Time : 40 mts.
Max. Marks : 30

Instructions

A. All questions are compulsory.

B. Read the questions carefully before answering.

C. Marks are indicated against each question.

D. Questions 1-6 have four answers marked A, B, C, and D. Write the letter of the correct answer along with the serial number of the question.

TEST

1. Which of the following is the smallest in size ?
   A. Molecule
   B. Nucleus
   C. Atom
   D. Neutron 1

2. Which of the following countries is richest in thorium ?
   A. U.S.A.
   B. U.S.S.R.
   C. India
   D. France 1

3. Nuclear energy can be produced by
   A. striking any atom with a neutron
   B. splitting of uranium atom
   C. heating a carbon atom
   D. hitting an atom with a molecule 1

4. Which one of these can give maximum amount of energy which may be used for peaceful purposes ?

   A. Coal

   B. Uranium

   C. Boron

   D. Diesel Oil 1

5. Which of the following atoms can decay ?

   A. Thorium

   B. Boron

   C. Cadmium

   D. Copper 1

6. Which of the following characteristics does not apply to a neutron?

   A. Neutrons explode themselves

   B. travel

   C. split an atom

   D. turn thorium into uranium 1

7—10 Answer the following questions in 20-30 words each.

7. How is atomic energy different from solar energy ? 2

8. How is chain reaction controlled by a nuclear reactor ? 3

9. What leads to explosion in the atom bomb ? 3

10. What difference will there be when thorium and copper atoms are bombarded with a neutron ? 3

11. What is the relationship between a nuclear reactor and a nuclear power station ? 3

12—13 Answer the following questions in 40 to 50 words each.

12. What does the author mean by taming the atom ? How can it help to make a better world ? 5

13. "All our ordinary life depends upon the sun". What does the author mean by this statement ? 5

SCORING KEY

Q. No.	1	2	3	4	5	6
Ans.	D	C	B	B	A	A
Marks	1	1	1	1	1	1

MARKING SCHEME

Q. No.	*Outline Answers*	*Value Point*		*Marks*
7.	—Solar energy is the energy from the sun.	Comprehension	1	
	—Atomic energy is the energy from nuclear reaction.	Expression	1	2
8.	Nuclear reactor has uranium rods and moderators controlling spread of neutrons, which controls the chain reaction.	Knowledge	2	
		Expression	1	3
9.	Uncontrolled chain reaction causes explosion.	Knowledge	2	
		Expression	1	3
10.	Thorium—energy will be released. Copper—no energy will be released.	Knowledge	2	
		Expression	1	3
11.	—In a nuclear reactor heat is produced by bombarding uranium atoms with neutrons.	Knowledge		
		Knowledge	2	
	—In a power station this heat is used for generating electricity.	Expression	1	3
12.	—Utilizing the energy produced by an atom.	Knowledge	3	
	—More power and electricity can be produced. This helps in industries.	Expression	2	
	—Conserves fuel.			5
13.	Everything on earth is dependent upon the sun. Rain, forests, agriculture, in fact, the whole life is dependent on the sun.	Knowledge	2	
		Expression	3	5

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering (in minutes)	Estimated difficulty level +	Remarks
1.	Comprehension	Distinguishes	Text	O	1	1	B	
2.	Knowledge	Recognizes	—do—	O	1	1	C	
3.	Comprehension	Distinguishes	—do—	O	1	1	A	
4.	Knowledge	Recognizes	—do—	O	1	1	B	
5.	Comprehension	Distinguishes	—do—	O	1	1	B	
6.	—do—	—do—	—do—	O	1	1	B	
7.	Comprehension + Expression	Distinguishes + expresses	—do—	SA	2	3	B	
8.	Knowledge + Expression	Recalls + expresses	—do—	SA	3	3	B	
9.	—do—	—do—	—do—	SA	3	3	C	
10.	—do—	—do—	—do—	SA	3	3	B	
11.	—do—	—do—	—do—	SA	3	3	B	
12.	—do—	—do—	—do—	E	5	8	B	
13.	—do—	—do—	—do—	E	5	8	B	

* O for Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

3 mts for revision

\+ A for Difficult
B for Average
C for Easy

Subject : **My Struggle for an Education**
Maximum Marks : 25

Class : XII
Time : 40 mts.

BLUE PRINT

S. No.	Objective: Form of question / Content Units	Knowledge				Comprehension				Expression				Total
		E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
	Language Content								1(1)		2(1)	2(2)		5(4)
	Textual Content	3(1)*	2(1)*				2(1) 4(2)*	1(1)	2(2)	3(—)*	2(—)* 1(—)*			20(8)
SUB TOTAL		3(1)	2(1)				6(3)	1(1)	3(3)	3(—)	5(1)	2(2)		25(12)
TOTAL		5(2)				10(7)				10(3)				25(12)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
*Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 1	Marks : 6
Short Answer (SA)	No. 5	Marks : 13
Very Short Answer (VSA)	No. 3	Marks : 3
Objective (O)	No. 3	Marks : 3
	12	25

Scheme of Options : Nil

Scheme of Sections : Nil

5. MY STRUGGLE FOR AN EDUCATION

Time : 40 mts.
Max. Marks : 26

Instructions

1. All questions are compulsory.
2. Read the questions carefully before answering them.
3. Marks are indicated against each question.

TEST

1—3 The following questions have four answers, marked A, B, C and D. Write the letter of correct answer along with the serial number of the question.

1. 'John determined to go to Bombay to be a film-star, but his parents were afraid that he was starting on a wild goose chase.'

   In the above sentence the phrase 'wild gose chase' means

   A. a foolish, useless activity

   B. chasing animals wildly

   C. chasing wild animals

   D. a difficult and impossible work 1

2. "Never did I receive an order with more delight." When asked to sweep the room Washington was delighted because he

   A. loved sweeping rooms.

   B. had a chance to impress the teacher.

   C. liked the teacher.

   D. got something to do. 1

3. "I saw her admitting other students and that added greatly to my discomfort." His discomfort was great because he

   A. felt all the seats would be filled.

   B. was jealous of others.

   C. was hot, tired and dirty.

   D. thought he might not be admitted. 1

4—6 Read the following passage carefully and answer the question that follow.

I went at once to the vessel and asked the captain to permit me to help unload the vessel in order to get money for food. The captain, a white man, who seemed to be kind-hearted, consented. I worked long enough to earn money for my breakfast; and it seems to me, as I remember it now, to have been about the best breakfast that I have ever eaten.

4. Use the phrase 'in order to' in a sentence of your own so as to make its meaning clear. 1

5. Report in direct speech how Washington sought permission from the captain to help unload the vessel and how the captain consented. 2

6. Why was it the best breakfast that author had ever taken? 2

7—8 Answer the following in one sentence each.

7. "In order to economize I continued to sleep under the side walk." Rewrite the sentence by using "So.....that". 1

8. How do you come to know that Washington was a negro? 1

9—11 Answer in 30-40 words.

9. Why did Washington's mother give him only 'a helf-hearted consent' for going to Hampton? 3

10. Why did Washington decide to walk the streets ? Give two reasons. 3

11. The author says, "I have passed several examinations since then but I have always felt this was the best one I ever passed." What did Washington mean by it? 3

12. What were the difficulties faced by Washington in his struggle for getting admission to Hampton ? (Answer in about 100 words). 6

MARKING SCHEME

Sl. No	*Expected Answers*	*Value Points*		*Marks*
1.	A			1
2.	B			1
3.	D			1
4.	I had to work hard in order to get first position in the examination.			
	Any such sentence with correct expression			1
5.	Washington: "May I help unload the vessel in order to get money?"		1	
	Captain: "Yes."		1	2
6.	—he had earned the money himself		1	
	—he was too hungry		1	2
7.	I continued to sleep under the sidewalk so that I could economize			1
8.	His desire to join a better school for coloured boys indicates it			
9.	—she thought that it was a useless activity	Comprehension	2	
	—she was not sure of his well-being as she had no money	Expression	1	3
10.	—he did not have any money which might enable him to pass the night in a lodging	Knowledge	2	
		Expression	1	
	—he did not have any acquaintance in the place			3
11.	—his desire to get a good education was so strong that passing the examination brought him great happiness	Comprehension	2	
		Expression	1	
	—The test came as the peak of a long struggle and passing it gave him great satisfaction			3
12.	—his destitute condition			
	—broken health of the mother	Knowledge	3	
	—long tiresome journey	Expression	3	
	—unsympathetic attitude of the head teacher			
	—the test for admission to the school			6

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level+	Remarks
1.	Comprehension	Grasps	Language	O	1	1	B	
2.	—do—	Infers	Text	O	1	1	B	
3.	—do—	—do—	—do—	O	1	1	B	
4.	Expression	Uses correct structures	Language	VSA	1	2	B	
5.	—do—	—do—	—do—	SA	2	3	B	
6.	Comprehension	Infers	Text	SA	2	3	B	
7.	Expression	Uses correct structures	Language	VSA	1	2	C	
8.	Comprehension	Infers	Text	VSA	1	2	B	
9.	Comprehension + Expression	Infers and expresses	—do—	SA	3	4	B	
10.	Knowledge + Expression	Recalls and expresses	—do—	SA	3	4	C	
11.	Comprehension + Expression	Infers and expresses	—do—	SA	3	4	A	
12.	Knowledge + Expression	Recalls and expresses	—do—	E	6	10	B	

* O for Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

3 mts for revision

\+ A for Difficult
B for Average
C for Easy

Unit : **Australia's Rabbit Problem**
Maximum Marks : **25**

Class : XII
Time : 40 mts.

BLUE PRINT

S. No.	Objective / Form of question / Content Unit	Knowledge				Comprehension				Expression				Total
		E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
	Language Content			3(3)				1(1)				2(2)		6(6)
	Textual Content		2(1)*				8(4)*	2(2) 1(1) 1(1)			1(—)* 4(—)*			19(9)
	SUB TOTAL		2(1)	3(3)			8(4)	5(5)			5(—)	2(2)		25
	TOTAL	5(4)				13(9)				7(2)				25(15)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
*Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. —	Marks : —
Short Answer (SA)	No. 5	Marks : 15
Very Short Answer (VSA)	No. 10	Marks : 10
Objective (O)	No. —	Marks : —
	15	25

Scheme of Option : Nil
Scheme of Section : Nil

6. AUSTRALIA'S RABBIT PROBLEM

Time : 40 mts.
Max. Marks : 25

Instructions

A. All questions are compulsory.

B. Read the questions carefully before you answer them.

C. The marks are indicated against each question.

1—4 Read the following passage and answer the questions given at the end.

In 1879 the rabbits, now grown to an immense army, crossed the Murray River and began their assult on New South Wales and South Australia. Here they quickly established themselves in spite of all efforts to wipe them out. Then they sent several millions of their number to invade Queensland.

1. Make a sentence beginning with 'in spite of'. 1
2. Use the phrase 'wipe out' in a sentence of your own. 1
3. Pick out the word in the passage which is related to the word 'invade'. 1
4. In the last sentence what does the word 'they' stand for ? 1

5—7 Read the following passage and answer the questions given after it.

These dangers, however, were foreseen and provided for. It was decided to form a body of fence-riders, men with the loneliest job in the world, riding hundreds of miles across empty country, all the time eyeing a wire fence for holes and open gates, closing both, and for days, or even weeks, never meeting a soul. Being a fence-rider was a job for a superman. But first there was the fence itself to be built—the Fence, for, of all barriers, this deserves a capital letter.

5. Why was being a fence-rider a job for a superman ? 1
6. What are the dangers referred to in the beginning of the paragraph ? 1
7. Why does the Fence deserve a capital letter ? 1
8. Provide some other expression for 'a body of fence-riders'. 1

9—10 Substitute a single word for each of the following definitions.

9. One who shoots small animals, birds, etc. on someone elses's property. 1

10. the danger of the soil being washed or blown away when the grass is destroyed. 1

11—15 Write the answers of the following questions in 30—40 words each.

11. Why did the people wonder at the idea of fencing off Western Australia? 3

12. Why did the 'Wild-cat policy' employed by the Australian Government fail? 3

13. Why did the man who imported twenty-four rabbits from England bitterly regret his action? 3

14. "There should be a memorial somewhere to those Western Australia statesmen." Why does the writer think so? 3

15. What methods were employed by the Australians to solve the rabbit problem before the wild-cat policy? 3

MARKING SCHEME

Sl. No.	*Outline Answers*	*Value Points*		*Total*
1.	Correct usage and structure			1
2.	-do-			1
3.	assault			1
4.	the word 'they' stands for rabbits			1
5.	—it was a lonely job (monotonous)			
	—it required a great deal of strength			1
6.	hole in the fence and gates left open			1
7.	because it was an important fence			1
8.	it means any one of the three			
	(A) a group of fence riders			
	(B) a gang of fence riders			
	(C) a band of fence riders			1
9.	Poacher			1
10.	Soil erosion			1
11.	—the distance was over a thousand miles	Comprehension	2	
	—the fencing was very expensive	Expression	1	
	—difficulties of looking after the fence			3
12.	—the rabbits were several millions in number	Comprehension	2	
	—the cats ceased to regard them as their prey, and merely looked upon them as bores	Expression	1	3
13.	—the rabbits were multiplied in several millions	Comprehension	2	
	—they attacked crops and ate up grass mercilessly	Expression	1	3

14.	—They united to deal with the immense problem of rabbits. They forgot all about arguing.	Comprehension	2	
	—They gave it a national importance above their petty local problems	Expression	1	3
15.	—Water holes were plugged.	Comprehension	2	
	—Guns, traps, poison, etc. were used to kill the rabbits	Expression	1	3

S.C.E.R.T., West Bengal
Library
Calcutta
25/3, B. C. Road

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level +	Remarks
.	Expression	Uses phrases, words, etc.	Language	VSA	1	2 mts	B	
2.	—do—	—do—	—do—	VSA	1	2 mts	B	
3.	Comprehension	Identifies	—do—	VSA	1	2 mts	B	
4.	—do—	—do—	Text	VSA	1	2 mts	B	
5.	—do—	Infers	—do—	SA	1	2 mts	B	
6.	—do—	Identifies	—do—	SA	1	2 mts	A	
7.	—do—	—do—	—do—	VSA	1	2 mts	A	
8.	Knowledge	Recalls	Language	VSA	1	2 mts	B	
9.	—do—	—do—	—do—	VSA	1	2 mts	B	
10.	—do—	—do—	—do—	VSA	1	2 mts	B	
11.	Comprehension + Expression	Interprets + expresses	Text	SA	3	4 mts	A	
12.	—do—	Identifies relationship + expresses	—do—	SA	3	4 mts	A	
13.	—do—	Identifies + expresses	—do—	SA	3	4 mts	A	
14.	—do—	Infers + expresses	—do—	SA	3	4 mts	A	
15.	Knowledge Expression	Recalls + expresses	—do—	SA	3	4 mts	B	

* O for Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

+A for Difficult
B for Average
C for Easy

Unit : **I am John's Heart**
Maximum Marks : **25**

Class : XI
Time : 40 mts

BLUE PRINT

S. No.	Objective / Form of question / Content Units	Knowledge				Comprehension				Expression				Total
		E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
	Textual Content	(3)1*	4(2)*		1(1)	3(1)*	2(2)*		3(3)	2(—)* 2(—)*	2(—)* 3(—)*			25(10)
	SUB TOTAL	3(1)	4(2)		1(1)	3(1)	2(2)		3(3)	4(—)	5(—)			25(10)
	TOTAL	8(4)				8(6)				9(—)				25(10)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 2	Marks : 10
Short Answer (SA)	No. 4	Marks : 11
Very Short Answer (VSA)	No. —	Marks : —
Objective (O)	No. 4	Marks : 4
	10	25

Scheme of Options : Nil

Scheme of Sections : Nil

7. I AM JOHN'S HEART

Time : 40 mts.
Max. Marks : 25

Instructions

A. All questions are compulsory.

B. Read the questions carefully.

C. Marks are indicated against each question.

D. Questions 1-4 have four answers each, marked A, B, C, and D. Write the letter of the correct answer A, B, C, or D along with the serial number of the question.

TEST

1. "From time to time he will be sitting at his desk working and will get a sharp pain in the chest." What is the reason for John's pain? 1

   A. weak heart

   B. heavy meal

   C. undue exertion

   D. mental tension

2. "When John thinks of me at all, he thinks of me as fragile and delicate. Delicate!"

   This statement shows 1

   A. surprise

   B. anger

   C. indignation

   D. regret

3. As heart disease has occurred often in John's family it suggests that 1

   A. he cannot avoid heart disease

   B. his heart is weak from birth

   C. he should try to minimize the risk

   D. his heart has become delicate and fragile

4. John tells himself that it is too late to give up smoking because 1

   A. he does not worry about his health too much

   B. smoking is not very harmful

   C. the condition of his heart will not improve

   D. smoking has become a habit with him

5. Mention two of John's habits that you learn from the account given by his heart. 2

6. Why should a heart patient avoid smoking? 3

7. What can help John's heart to work smoothly? 3

8. How does heart differ from an ordinary water pump? 3

9. How does a heart-attack occur? 5

10. Do you agree with the statement that John's heart is a dedicated slave? Give reasons in support of your answer. 5

SCORING KEY AND MARKING SCHEME

Q. No.	1	2	3	4
Ans.	B	C	C	C
Marks	1	1	1	1

Q. No.	*Outline Answers*	*Value Points*	*Marks*
5.	—habit of smoking —heavy diet —worry —lack of regular exercise (Any two of the above)	Comprehension —1 Expression —1	2
6.	—smoking constricts arteries causing rise in pressure. —increases beat from 72 to 90. —causes higher blood pressure.	Knowledge Expression —2	3
7.	—Regular exercise —Reducing weight —Avoiding smoking	Knowledge —2 Expression —1	3
8.	—Water pump raises water from one level to another. —The heart purifies the blood in addition to pumping.	Comprehension—1 Expression —2	3
9.	When either of the two arteries which feed the heart is blocked or choked a heart attack occurs.	Knowledge —3 Expression —2	5
10.	—Works incessantly. —It is at the service of John. —Tries to do its best.	Comprehension—3 Expression —2	5

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering (in minutes)	Estimated difficulty level+	Remarks
1.	Knowledge	Recognises	Text	O	1	1	C	
2.	Comprehension	Infers	,,	O	1	1	B	
3.	,,	,,	,,	O	1	1	B	
4.	,,	,,	,,	O	1	1	B	
5.	Comprehension Expression	Infers and expresses	,,	SA	2	3	B	
6.	Knowledge & Expression	Recalls and expresses	,,	SA	3	5	B	
7.	,,	,,	,,	SA	3	5	B	
8.	Comprehension & Expression	Compares and Expresses	,,	SA	3	5	B	
9.	Knowledge & Expression	Recalls and expresses	,,	E	5	7	B	
10.	Comprehension & Expression	Interprets and expresses	,,	E	5	7	A	

* O for Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

4 mts for revision

+ A for Difficult
B for Average
C for Easy

Unit : **My Watch**
Maximum Marks : 25

Class : XII
Time : 40 mts.

BLUE PRINT

Objective	Knowledge				Comprehension				Expression				Total
Form of question / Content Unit	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
Language Content							3(3)	2(2)					5(5)
Textual Content					3(1)*	4(2)*	2(2)	6(6)	3(—)*	2(—)*			20(11)
SUB TOTAL					3(1)	4(2)	5(5)	8(8)	3(—)	2(—)	2(2)		25(16)
TOTAL					20(16)				5(—)				25(16)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
*Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 1	Marks : 6
Short Answer (SA)	No. 2	Marks : 6
Very Short Answer (VSA)	No. 5	Marks : 5
Objective (O)	No. 8	Marks : 8
	16	25

Scheme of Options : Nil

Scheme of Sections : Nil

8. MY WATCH

Time : 40 mts
Max. Marks : 25

Instructions

A. All questions are compulsory.

B. Read the question carefully before you try to answer it.

C. Marks are indicated against each question.

D. Questions 1-8 have four answers each, marked A, B, C, and D. Write the letter of the correct answer along with the serial number of the question.

TEST

1. 'and I seemed to have paid one, two or three thousand for repairs'. In the above sentence, the phrase 'seemed to have paid' means 1

   A. I actually paid
   B. I might have paid
   C. I almost paid
   D. I thought of paying

2. Which of the following is not indicative of the correct average in a watch? 1

   A. If it goes very fast and then it slows down for the day.
   B. If it runs a while and then stops for some time to catch up with others.
   C. If it covers twenty-four hours in six or seven minutes and then stops for the day.
   D. If its two hands would shut together like a piece of scissors and travel together.

3. 'But a correct average is only a mild virtue in a watch!' The word 'mild' in the above sentence is the closest in meaning to 1

A. great

B. rare

C. insignificant

D. common

4. 'He (the watch-repairer) looked a look of vicious happiness' because 1

A. no customer ever came to this watch repairer

B. he hoped to get a lot of money

C. the watch repairer whenever he laughed looked vicious

D. he had never in the past repaired a new watch.

5. 'And he used to wonder what became of all the unsuccessful tinkers and gun-smiths and shoe-makers and engineers and blacksmiths'.

In the above the writer means to say that the various professionals mentioned above 1

A. should not be trusted like the watch-repairer

B. could not succeed as watch repairers

C. had given up their jobs

D. had joined watch repairing.

6. "I did not choose to appear ignorant to a stranger." The writer did not choose to appear so because

A. he did not want to be cheated

B. he wanted to cheat the watch-repairer

C. he thought too much about himself

D. he had no other choice but to appear ignorant.

7. The moral of the lesson 'My Watch' is that 1

A. watch-repairers must never be relied upon

B. it is impossible to find a good watch-repairer

C. it is better to buy a new watch than to get an old one repaired

D. a good watch is one at which the repairers haven't got a chance.

8. Which of the following is not a reason to go to a watch-repairer? 1

   A. the regulator wants pushing up.

   B. something is wrong with the hair-trigger.

   C. the mainspring is not straight.

   D. pulse is running normal.

9. What does the writer mean by saying 'I brained him on the spot, and had him buried at my own expense'? 1

10. 'The watch was away into November enjoying the snow, while the October leaves were still turning!' What does the phrase 'the October leaves were still turning' mean? 1

11. What does the writer mean when he says that he had a desire to swap news with the mummy in the museum? 1

12. How could the writer's watch hurry up house rent, bills payable and such things? 1

13. 'While I danced around him in auguish and implored him to let the watch alone he did the shameful deed.' What is the meaning of the phrase 'danced around' in the above sentence? 1

14-15 Answer in 30-40 words.

14. How did the irregularities in the watch upset the routine life of the author? 3

15. 'I went with a heavy heart to one more watchmaker'. Why did the writer go to the last watchmaker with a heavy heart? 3

16. How did the writer realize the truth of his uncle William's observation that a good watch was a good watch until the repairers got a chance at it. (Answer in 80-100 words.) 6

SCORING KEY AND MARKING SCHEME

Q. No.	1	2	3	4	5	6	7	8
Ans.	B	D	C	D	D	A	D	D
Marks	1	1	1	1	1	1	1	1

Q. No.	*Expected Answers*	*Value Points*	*Marks*
9.	Dispensed with the watchmaker for good.		1
10.	It was autumn/the leaves were becoming yellow or red/the leaves were starting to fall.		1
11.	The watch was running very slow.		1
12.	It did so by reducing weeks to days and months to weeks.		1
13.	Moved about feverishly. (Note: for questions 9-13 any other appropriate answers should be accepted).		1
14.	—Had to pay the bills, house rent, etc. earlier. —The world went out of sight.	Comprehension—2 Expression —1	3
15.	—He had been to several watch-makers without getting his watch corrected. —He had already spent huge amount on repairs.	Comprehension—2 Expression —1	3
16.	—It was running all right before it was speeded up. —Once opened, it never functioned properly. —He went from one watch-repairer to another but could get nothing more than a correct average.	Comprehension—3 Expression —3	6

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering (in minutes)	Estimated difficulty level +	Remarks
1.	Comprehension	Grasps	Language	O	1	1	B	
2.	,,	,,	Text	O	1	1	A	
3.	,,	,,	Language	O	1	1	C	
4.	,,	Infers	Text	O	1	1	B	
5.	,,	Interprets	,,	O	1	1	B	
6.	,,	Infers	,,	O	1	1	B	
7.	,,	,,	,,	O	1	1	B	
8.	,,	Interprets	,,	O	1	1	B	
9.	,,	,,	Language	VSA	1	2	A	
10.	,,	,,	,,	VSA	1	2	B	
11.	,,	,,	Text	VSA	1	2	A	
12.	,,	Infers	,,	VSA	1	2	A	
13.	,,	Grasps	Language	VSA	1	2	B	
14.	Comprehension + Expression	Infers & Expresses	Text	SA	3	5	B	
15.	,,	,,	,,	SA	3	5	B	
16.	,,	,,	,,	E	6	8	A	

* O for Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

4 mts for revision

\+ A for Difficult
B for Average
C for Easy

Unit : **Tight Corners** | Class : XII
Maximum Marks : **25** | Time : 40 mts.

BLUE PRINT

Objective / Form of question / Content Unit	Knowledge				Comprehension				Expression				Total
	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
Textual Content	3(1)*		1(1)	1(1)	3(1)*	3(3)*	2(2)	4(4)	3(—)* 2(—)*	3(—)*			25(13)
SUB TOTAL	3(1)		1(1)	1(1)	3(1)	3(3)	2(2)	4(4)	5(—)	3(—)			25(13)
TOTAL	5(3)				12(10)				8(—)				25(13)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
*Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 2	Marks : 11	Scheme of Option : Nil
Short Answer (SA)	No. 3	Marks : 6	
Very Short Answer (VSA)	No. 3	Marks : 3	Scheme of Section : Nil
Objective (O)	No. 5	Marks : 5	
	13	25	

9. TIGHT CORNERS

Time : 40 mts.
Max. Marks : 25

Instructions :

A. All the questions are compulsory.

B. Read the questions carefully before you try to answer them.

C. Marks are indicated against each question.

D. Questions 1-5 have four answers each, marked A, B, C and D. Write the letter of the correct answer A, B, C or D along with the serial number of the question.

1. Four persons mentioned in the story found themselves in tight corners because 1

   A. they liked adventures
   B. they were lucky
   C. they were nervous
   D. they had no choice.

2. The narrator bade for the picture because he was 1

   A. rich and extravagant
   B. an art dealer
   C. in a playful mood
   D. fond of collecting pictures.

3. No picture went as low as three figures at all because 1

   A. the pictures were costly
   B. the pictures were famous
   C. the bidders wanted to impress others
   D. the bidders were well known art dealers.

4. 'A terrible silence followed during which the auctioneer looked inquiringly...' 1

The silence that followed was terrible because

A. the narrator should not have bidden

B. the narrator had bidden very high

C. the art dealer had bidden very high

D. there were no higher bidders.

5. After the narrator's bid there was no sound but a curious smothered noise from his friend because 1

A. he enjoyed the situation

B. he didn't like the silence

C. he was surprised at the bid

D. he was in an agitated mood.

6—8 Answer in 15-20 words.

6. Why did the narrator turn for support of his friend after his bid had been accepted? 1

7. When the narrator's friend found that his bid had been accepted he went away to laugh. Why did he do so? 1

8. When the narrator was lost in his thoughts something unexpected happened. What was the unexpected happening? 1

9—11 Answer in 20-30 words.

9. Why did the narrator's blood congeal after he had bidden for the picture? 2

10. 'Picture after picture was put up, and sold, but I saw none of them.' Why did'nt the narrator see any of the pictures that were sold after his bid had been accepted? 2

11. Describe the narrator's feelings when the art dealer's messenger offered to buy the picture. 2

12. Answer in 80-100 words.

The narrator was upset with his friend's behaviour. Was he justified? Give reasons. 5

13. Why did the author reject the idea of confessing his poverty? 6

SCORING KEY AND MARKING SCHEME

Q. No.	1	2	3	4	5
Ans	D	C	B	D	A
Marks	1	1	1	1	1

Q. No.	*Answers*	*Value Points*		*Marks*
6.	He was in a fix.			1
7.	He could not resist the temptation of enjoying the humorous element of an awkward situation.			1
8.	The art dealer offered to buy the picture from him through his messenger.			1
9.	There was no higher bid and he was trapped.	Comprehension Expression	1 1	2
10.	—He was busy running over names of relations, persons and possible money-lenders —He was thinking of confessing his poverty.	Comprehension Expression	1 1	2
11.	He felt very much relieved and overjoyed.	Comprehension Expression	1 1	2
12.	Yes—expected moral support. —did'nt like his tendency to enjoy the humorous element of an awkward situation No—the friend did not ask him to bid —humour of an awkward situation is natural in human beings			

—the friend had already warned him	Comprehension	3	
	Expression	2	5
13. —The staff looked prosperous and not compromising.			
—They wouldn't believe it was a mistake.			
—The mistake should have been rectified immediately.	Knowledge	3	
	Expression	3	6

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level+	Remarks
1.	Comprehension	Infers	Text	O	1	1	B	
2.	Knowledge	Recognises	,,	O	1	1	C	
3.	Comprehension	Infers	,,	O	1	1	B	
4.	,,	,,	,,	O	1	1	B	
5.	,,	,,	,,	O	1	1	B	
6.	,,	,,	,,	VSA	1	1	B	
7.	,,	,,	,,	VSA	1	1	B	
8.	Knowledge	Recalls	,,	VSA	1	1	C	
9.	Comprehension & Expression	Infers & Expresses	,,	SA	2	3	B	
10.	,,	,,	,,	SA	2	3	A	
11.	,,	,,	,,	SA	2	3	A	
12.	,,	Evaluates & Expresses	,,	E	5	10	A	
13.	Knowledge+ Expression	Recalls & Expresses	,,	E	6	10	B	

**O for Objective type*
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

3 mts for revision

+ A for Difficult
B for Average
C for Easy

Unit : The Ant and the Grasshopper Class : XII

Maximum Marks : 25 Time : 40 mts.

BLUE PRINT

Objective	Knowledge				Comprehension				Expression				Total
Form of question / Content Unit	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
Language Content			2(2)	2(2)				1(1)			2(2)		7(7)
Textual Content					3(1)*	4(2)*		6(6)	3(—)*	2(—)*			18(9)
SUB-TOTAL			2(2)	2(1)	3(1)	4(2)		7(7)	3(—)	2(—)	2(2)		25(16)
TOTAL	4(4)				14(10)				7(2)				25(16)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 1	Marks : 6
Short Answer (SA)	No. 2	Marks : 6
Very Short Answer (VSA)	No. 4	Marks : 4
Objective (O)	No. 9	Marks : 9
	16	25

Scheme of Options : Nil

Scheme of Sections : Nil

10. THE ANT AND THE GRASSHOPPER

Time : 40 mts.

Max. Marks : 25

Instructions

A. All questions are compulsory.

B. Read the questions carefully before answering them.

C. Marks are indicated against each question.

D. Questions 1-5 have four answers each, marked A, B, C and D. Select the correct answer and write its letter along with the serial number of the question.

TEST

1. 'Tom without a qualm began to blackmail him'. The phrase 'without a qualm' in this sentence means without any 1

   A. prick of conscience

   B. thought of shame

   C. feeling of fear

   D. sense of decency.

2. 'For twenty years Tom raced and gambled, philandered with the prettiest girls, danced, ate in the most expensive restaurants and dressed beautifully'. The word 'philandered' here means : 1

   A. he went boating

B. he went to the movies

C. he loafed about

D. he pretended to be in love.

3. 'In this admirable fable the ant spends a laborious summer gathering its winter store, while the grasshopper sits on a blade of grass singing to the sun.' When the author says that the fable is admirable he is doing so 1

A. seriously

B. tauntingly

C. appreciatively

D. humorously.

4. 'One could not help liking Tom' because he was

A. a good conversationalist 1

B. a most amusing companion

C. a charming person

D. smart and well-dressed.

5. 'Unmindful of the good name his family had, he took to cheating, gambling and pursuit of base pleasures. His behaviour was indeed discreditable.' The word 'discreditable' here means : 1

A. untrustworthy

B. unbelievable

C. disreputable

D. disturbing

6—9 Say whether the following statements about Tom are true or false. You may write 'T' or 'F' with the serial number of the statement. 4

6. He was unscrupulous and could stoop to any degree to achieve his ends.

7. He sometimes cursed himself for the agony he caused to his brother George.

8. He was crafty and always exploited to his advantage George's love for respectability.

9. People hated him for his bad ways of life.

10—11 Give one word for each of the following : 2

10. a good-for-nothing fellow who always gets into trouble.

11. a person who is not careful about what is right or wrong.

12—13. Do as directed without changing the meaning of the given sentence : 2

12. Though he was forty-six you would never have taken him for more than thirty-five.

(Re-write the sentence begining with Notwithstanding.....)

13. But you cannot allow your only brother to go to gaol.

(Change into interrogative)

14. Give in 30-40 words any two misgivings that George had about Tom's fate. 3

15. Why did George always help Tom ? Answer in 30-40 words. 3

16. What strategy did Tom employ to get money to pursue his love of enjoyment? Answer in 100-120 words. 6

SCORING KEY AND MARKING SCHEME

Q. No.	1	2	3	4	5
Ans.	A	D	B	C	C
Marks.	1	1	1	1	1

Q. No.	*Answers*	*Value Points*	*Marks*
6.	6(T)		1
7.	7(F)		1
8.	8(T)		1
9.	9(F)		1
10.	Scapegrace		1
11.	Unscrupulous		1
12.	Notwithstanding the fact that he was forty-six, you would never have taken him for more than thirty-five.		1
	or		
	Notwithstanding his being forty-six, you would never have taken him for more than thirty-five.		
13.	But how can you allow your brother to go to gaol?		1
14.	Any two of the following :		
	—his attitude of non-seriousness would result in his failure in life		
	—his bad habits and wilfulness will ruin him		
	—he might end up in prison.	Comprehension 2 Expresssion 1	3

15.	—Tom was his only brother and he thought it was his duty to help him.			
	—He did not want the good name of his family to be tarnished.			
	—He was tricked into helping him.	Comprehension	2	
		Expression	1	3
16.	—used his personal charm to exploit his friends.			
	—enticed his brother through false promises.			
	—blackmailed his brother through pursuit of occupations of lower standing.			
	—married an old rich lady to inherit her property.	Comprehension	3	
		Expression	3	6

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level +	Remarks
1.	Knowledge	Recognises	Language	O	1	1	B	
2.	,,	,,	,,	O	1	1	B	
3.	Comprehension	Infers	Text	O	1	1	A	
4.	,,	,,	,,	O	1	1	A	
5.	,,	Grasps	Language	O	1	1	B	
6.	,;	Distinguishes	Text	O	1	1	B	
7.	,,	,,	,,	O	1	1	B	
8.	,,	,,	,,	O	1	1	B	
9.	,,	,,	,,	O	1	1	B	
10.	Knowledge	Recalls	Language	VSA	1	2	A	
11.	,,	,,	,,	VSA	1	2	B	
12.	Expression	Expresses	,,	VSA	1	2	A	
13.	,,	,,	,,	VSA	1	2	B	
14.	Comprehension + Expression	Infers + Expresses	Text	SA	3	4	B	
15.	,,	,,	,,	SA	3	4	A	
16.	,,	Identifies relationships + Expresses	,,	E	6	10	A	

* *O for Objective type*
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

5 mts for revision

\+ *A for Difficult*
B for Average
C for Easy

Unit : **Delilah**

Maximum Marks : 30

Class : XII

Time : 40 mts.

BLUE PRINT

Objective	Knowledge				Comprehension				Expression				Total
Form of question / Content Unit	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
Language Content								4(4)			6(6)		10(10)
Textual Content	5(1)*					6(3)*		2(2)	4(—)*	3(—)*			20(6)
SUB-TOTAL	5(1)					6(3)		6(6)	4(—)	3(—)	6(6)		
TOTAL	5(1)				12(9)				13(6)				30(16)

Notes : Figures within brackets indicate the number of questions, and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary :			
Essay (E)	No. 1	Marks : 9	
Short Answer (EA)	No. 3	Marks : 9	Scheme of Options : Nil
Very Short Answer (VSA)	No. 6	Marks : 6	
Objective (O)	No. 6	Marks : 6	Scheme of Sections : Nil
	16	30	

11. DELILAH

Time : 40 Mts.
Max. Marks : 30

Instructions :

A. All the questions are compulsory.

B. Read each question carefully before answering them.

C. Marks are indicated against each question.

1—6 Questions 1-6 have four answers each, marked A,B,C, and D. Select the correct answer and write its letter along with the serial number of the question.

1. An early morning work *not only* provides exercise but keeps one healthy as well. Here the expression 'not only'' means that an early morning walk is 1

   A. an exercise for health

   B. a healthy exercise

   C. healthy but gives no exercise

   D. an exercise but not healthy

2. 'If many difficulties arise at the same time it is not easy *to cope with* them'. Here 'to cope with' means to deal with 1

   A. simultaneously

   B. cheerfully

   C. quickly

   D. successfully

3. They fought bravely to beat back the invaders *as their lives were at stake.*

   'As their lives were at stake' here means that they have a danger of being 1

   A. imprisoned

   B. wounded

   C. defeated

   D. killed.

4. The pupil had done his paper honestly but to his *great indignation* he was accused of cheating.

   Here 'great indignation' means a feeling of 1

   A. revengeful temper

   B. obvious surprise

   C. terrible shock

   D. justified anger

5. Delilah's demolishing of one side of her crate with her great yellow teeth shows that she was 1

   A. destructive

   B. defiant

   C. annoyed

   D. crazy

6. The author compares Delilah to one of the more prickly female Soviet athletes in order to show her being 1

   A. easily offended

   B. constantly alert

   C. very swift

   D. clearly independent

7. 'Another new arrival that caused us a certain amount of trouble, one way and another, was Delilah.'

   Rewrite the sentence beginning "Delilah..." 1

8. This delightful action Delilah used to indulge in with great frequency.

   Rewrite the above sentence beginning "Delilah...."

9. Although there are many different species of porcupine, none of them comes anywhere near the size of the crested one. 1

Rewrite the above sentence beginning "In spite of....."

10. Mother, leaning out of the window, saw that it was one of our nearest neighbours from the farm over the hill. 1

Rewrite the above sentence beginning "When....."

11. The porcupines found in Africa and Asia are rather small, terrestrial species. Rewrite the sentence beginning "A rather small.....". 1

12. Delilah, like all porcupines, shed her quills with gay abandon at the slightest provocation. 1

Rewrite the above sentence using "provoked" instead of "provocation". Begin "Whenever....."

13—15 Answer the questions 13-15 in 30-40 words each.

13. How does Delilah prove that she was a "personality to be reckoned with." 3

14. For what possible reasons would the sight of a crate irritate Delilah ? 3

15. When Delilah was being transferred to her new quarters what was her purpose in making Jeremy and the author chase her ? 3

16. Give an account of Delilah's escape from and return to the zoo. (Answer in about 100 words). 9

SCORING KEY AND MARKING SCHEME

Q. No.	1	2	3	4	5	6
Ans.	B	D	D	D	C	A
Marks.	1	1	1	1	1	1

Q. No.	*Answers*	*Value Points*		*Marks*
7.	Delilah was another new arrival that caused us a certain amount of trouble, one way and another.			1
8.	Delilah used to indulge in this delightful action with great frequency.			1
9.	In spite of there being many different species of porcupine, none of them came anywhere near the size of the crested one.			1
10.	When mother leaned out of the window she saw that it was one of our nearest neighbours from the farm over the hill.			1
11.	A rather small terrestrial species of porcupine is found in Africa and Asia.			1
12.	Whenever Delilah was even slightly provoked, like all porcupines, she shed her quills with gay abandon.			
13.	—she was equal to the pride of starving lions —she did not like to be directed by anyone —felt indignant at being locked up —fiercely independent.	Comprehension Expression	2 1	3
14.	—She had come to the zoo in a crate. It was an unpleasant experience —She wanted to be free	Comprehension Expression	2 1	3

15.	—to uphold the honour of the rodents			
	—to show them she would not do what they wished (assert her independence)	Comprehension	2	
		Expression	1	3
16.	—made a hole in interlink wire			
	—author's mother awakened by the neighbour with complaint			
	—waking of John as author was out			
	—John drove to the scene			
	—Delilah guided home with a brush			
	—reached zoo after an embarrassing half-mile walk			
	—Delilah locked in coal celler	Knowledge	5	
		Expression	4	9

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering (in minutes)	Estimated difficulty level +	Remarks
1.	Comprehension	Grasps	Language	O	1	1	C	
2.	,,	,,	,,	O	1	1	C	
3.	,,	,,	,,	O	1	1	B	
4.	,,	,,	,,	O	1	1	A	
5.	,,	Interprets	Text	O	1	1	B	
6.	,,	,,	,,	O	1	1	B	
7.	Expression	Uses structures	Language	VSA	1	1	C	
8.	,,	,,	,,	VSA	1	1	C	
9.	,,	,,	,,	VSA	1	1	C	
10.	,,	,,	,,	VSA	1	1	B	
11.	,,	,,	,,	VSA	1	1	A	
12.	,,	,,	,,	VSA	1	1	A	
13.	Comprehension + Expression	Interprets + Expresses	,,	SA	3	3	B	
14.	,,	Infers + Expresses	,,	SA	3	3	B	
15.	,,	,,	,,	SA	3	3	B	
16.	Knowledge and Expression	Recalls and expresses	,,	E	9	15	B	

* O for Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

4 mts for revision

+ A for Difficult
B for Average
C for Easy

Unit : **Ideas That Have Helped Mankind**
Maximum Marks : 30

Class : XII
Time : 50 mts.

BLUE PRINT

Objective	Knowledge				Comprehension				Expression				Total
Form of question / Content Unit	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	
Textual Content	5(1)*					3(2)* 4(4)*	6(6)	2(2)	3(—)*	3(—)* 4(—)*			30(15)
SUB TOTAL	5(1)					7(6)	6(6)	2(2)	3(—)	7(—)			30(15)
TOTAL	5(1)				15(14)				10(—)				30(15)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
*Denotes that marks have been combined to form one question.

Summary :			
Essay (E)	No. 1	Marks : 8	Scheme of Options : Nil
Short Answer (SA)	No. 6	Marks : 14	
Very Short Answer (VSA)	No. 6	Marks : 6	Scheme of Sections : Nil
Objective (O)	No. 2	Marks : 2	
	15	30	

12. IDEAS THAT HAVE HELPED MANKIND

Max. Marks : 30

Time : 50 mts.

Instructions

A. All questions are compulsory.

B. Marks are indicated against each question.

C. Questions 1-2 have four answers marked A, B, C, and D.

Select the correct answer and write its letter along with the serial number of the question.

1. 'It may be hoped though not very confidently, that the more human attitude will in time come to prevail, but so far the omens are not very propitious'.

In the above sentence the clause, 'the more human attitude will in time come to prevail' most nearly conveys that

A. the world will become a paradise

B. man will progress spiritually

C. man will contribute to peace and prosperity

D. man will be less ferocious than the animals.

2. 'I do not think that the learned men of my acquaintance, even when they enjoy a secure income, are as happy as the mice that eat the crumbs from their tables while the erudite gentlemen snooze'.

In the above sentence the mice are said to be more happy than men because they 1

A. get food right under the nose of the learned men

B. act on impulse which is more pleasure giving

C. do not have any fear of being killed

D. do not have the faculty of forethought

3-7 Read the following paragraph and answer questions that follow :

'There must have been a time when homo-sapiens was a very rare species, subsisting precariously in jungles and caves, terrified of wild beasts, having difficulty in securing nourishment. At this period the biological advantage of his greater intelligence, which was cumulative because it could be handed on from generation to generation, had scarcely begun to outweigh the disadvantages of his long infancy, his lessened agility as compared with monkeys, and his lack, of hirsute protection against cold'.

3. Point out the major difficulty which man had to live with in early times. 1
4. Which particular characteristic makes man biologically superior to other species ? 1
5. In what manner is this superiority manifested ? 1
6. How was man's monkey-like agility helpful to him ? 1
7. How was the lack of hair on his body a disadvantage to man in early days? 1

8-11 Read the following passage and answer the questions that follow :

'Even more important than the domestication of animals was the invention of agriculture, which, however, introduced blood-thirsty practices into religion that lasted for many centuries. Fertility rites tended to involve human sacrifice and cannibalism. Moloch would not help the corn to grow unless he was allowed to feast on the blood of children. A similar opinion was adopted by the Evangelicals of Manchester in the early days of industrialism when they kept six-year-old children working twelve to fourteen hours a day, in conditions that caused most of them to die.'

8. In what way was the invention of agriculture more important than domestication of animals ? 2
9. How did agriculture introduce the practice of human sacrifice ? 2
10. Which practice came to be introduced in the early days of industrialisation ? 1
11. In what way was the attitude of the Evangelicals similar to that of the advocates of human sacrifice ? 2
12. How does man differ from animals as far as skill is concerned ? 2
13. In what way, according to Russell, is the special trait of intelligence a bar to human happiness ? 3
14. How were fewer number of men in early days a disadvantage ? 3
15. Give an account of the major discoveries in the field of knowledge and technique as indicated by Russell. 8

SCORING KEY

Q. No.	1	2
Key	C	D
Marks :	1	1

MARKING SCHEME

Q. No.	*Answers*	*Value points*	*Marks*	
3.	Procurement of food			1
4.	his greater intelligence			1
5.	through his better struggle in life			1
6.	It helped him protect himself against the attack of wild animals			1
7.	He could not protect himself against cold			1
8.	While domestication of animals gave him service and security, agriculture gave him food and a settled life	Comprehension Expression	1 1	2
9.	Crop failure and drought—attributed to the wrath of god—human sacrifice came as a means to appease his hunger	Comprehension Expression	1 1	2
10.	Child labour			1
11.	The Evangelicals who preached moral and ethical values allowed this cruel practice to continue without protest. Their attitude—no different from that of the advocates of human sacrifice who had gone into practice under religious sanction.	Comprehension Expression	1 1	2
12.	Besides hereditary skills, man has the capacity to acquire skills. While the animals move on impulse, man has the capacity to think which improves with knowledge and experience.	Comprehension Expression	1 1	2

13. Man's intelligence bestows upon him the capacity of forethought, owing to which he becomes anxious and worried in the event of an impending disaster.	Comprehension Expression	2 1	3
14. Fewer numbers in earlier days of precarious living added to man's difficulties in terms of safety and food.	Comprehension Expression	1 2	3
15. a. discovery of language b. utilisation of fire c. domestication of animals d. discovery of agriculture e. art of writing	Comprehension Expression	5 3	8

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering in minutes	Estimated difficulty level +	Remarks
1.	Comprehension	Interprets	Text.	O	1	2	A	
2.	,,	,,	,,	O	1	2	B	
3.	,,	Evaluates	,,	VSA	1	2	A	
4.	,,	Interprets	,,	VSA	1	2	B	
5.	,,	,,	,,	VSA	1	2	C	
6.	,,	Infers	,,	VSA	1	2	C	
7.	,,	Identifies	,,	VSA	2	2	B	
8.	Comprehension + Expression	Infers + expresses	,,	SA	2	2	B	
9.	,,	,,	,,	SA	2	2	B	
10.	Comprehension	Identifies relationship	,,	VSA	1	2	C	
11.	Comprehension + Expression	Interprets + expresses	,,	SA	2	2	A	
12.	,,	Infers + expresses	,,	SA	2	2	B	
13.	,,	Interprets + expresses	,,	SA	3	4	B	
14.	,,	Infers + expresses	,,	SA	3	4	B	
15.	Knowledge + Expression	Recalls + expresses	,,	E	8	10	B	

* O for Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

8 mts. for revision and reading

+A for Difficult
B for Average
C for Easy

Unit : **A Village Cricket Match** Class : XII

Maximum Marks : **25** Time : 40 mts

BLUE PRINT

Sl. No.	Objective	Knowledge				Understanding				Application				Skill		Total
	Form of question / Content Units	E	SA	VSA	O	E	SA	VSA	O	E	SA	VSA	O	E	SA	
	Language Content				2(2)				2(2)			3(3)				7(7)
	Textual Content	4(1)*					6(3)*	2(2)		3(—)*	3(—)*					18(6)
SUB TOTAL		4(1)			2(2)		6(3)	2(2)	2(2)	3(—)	3(—)	3(3)				25(13)
TOTAL		6(3)				10(7)				9(3)						25(13)

Notes : Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.
* Denotes that marks have been combined to form one question.

Summary :

Essay (E)	No. 1	Marks : 7
Short Answer (SA)	No. 3	Marks : 9
Very Short Answer (VSA)	No. 3	Marks : 5
Objective (O)	No. 4	Marks : 4
	11	25

Scheme of Options : Nil

Scheme of Sections : Nil

13. A VILLAGE CRICKET MATCH

Time : 40 mts.

Max. Marks : 25

Instructions

A. All questions are compu sory.
B. Read the questions carefully before you try to answer them.
C. Marks are indicated against each question.

TEST

1-4 The following questions have four answers each, A, B, C, and D. Write the letter of the correct answer along with the serial number of the question.

1. '(He) disagreed profoundly with the Emperor's dictum'. 'Dictum' means 1
   A. opinion
   B. command
   C. argument
   D. proposal
2. 'Napoleon laid it down that it was impossible to have too many men upon a battlefield'. 1
   'laid down' means
   A. stated wildly
   B. said authoritatively
   C. suggested politely
   D. insisted strongly
3. The interminable discussions at the executive committee meeting did not yield any positive results'. 1
   Here 'interminable' means
   A. lifeless
   B. endless
   C. fruitless
   D. worthless

4. 'The prisoner made several attempts to scale the prison wall but all his attempts ended in a failure. So in a desperate bid he stabbed the warder and killed himself.' 1

Here 'desperate' means

A. valiant

B. vain

C. reckless

D. desolate

5. Use the phrase 'live down' in a sentence of your own. 1

6-7 Rewrite the following sentences according to the instructions given in the brackets.

6. The leader, known for his eccentricities, failed to impress the villagers. (Begin the sentence with, "The leader who...") 1

7. With a broad smile the young man greeted his officer. (Begin, "The officer...") 1

8. '(Joe) very naturally ran with his head thrown back and his eyes goggling at the hawk-like cricket ball'.

Why does the author compare the cricket ball to hawk? 1

9. 'The baker who was running on behalf of the invalid, also set out, and he also roared, "Come on, Joe" and side by side, like a pair of high-stepping hackneys, the pair cantered along'.

Locate one expression which brings out the humour in the passage.

10-12 Answer questions 10 to 12 in 30-40 words.

10. 'At last the ball came down. To Mr. Hodge it seemed a long time before the invention of Sir Isaac Newton finally triumphed'.

Why did Mr. Hodge doubt Newton's invention, at least for some time ? 3

11. 'He (The blacksmith) took guard and looked round savagely. He was still in a great rage'.

What could be the possible reasons for his rage ? 3

12. 'He looked at it for a moment in astonishment and then threw it down angrily and started to massage the injured spot while the field rang with applause at the brilliance of the catch'.

Do you think that it was really a brilliant catch ? Give reasons. 3

13. Describe in 100 words how the two teams levelled the scores. 7

SCORING KEY

Q. No.	1	2	3	4
Ans.	A	B	B	C
Marks.	1	1	1	1

MARKING SCHEME

Q. No.	*Outline answers*	*Value points*	*Marks*	
5.	The notorious dacoit had to live down his old reputation in order to be acceptable to the society.			1
6.	The leader who was known for his eccentricities failed to impress the villagers.			1
7.	The officer was greeted with a broad smile by the young man.			1
8.	The ball soared up into the sky like a hawk.			1
9.	(a) a pair of high-stepping hackneys (b) canter along (any one)			1
10.	— The ball was very high — It did'nt come down for a long time — That is why Mr. Hodge doubted Newton's theory that the earth attracts all the objects towards it. — But after some time it came down and his doubt about Newton's theory was cleared.	Comprehension Expression	2 1	3
11.	— Probably he retired hurt and came after the fall of the ninth wicket — He was injured by the rival team which fact he couldn't forget — Moreover his team was in a critical condition	Comprehension Expression	2 1	3

12. — It was not at all a brilliant catch
— The ball struck him in the midriff
— He clapped his hands to his stomach and the ball was in the way
— It was an accidental catch

Comprehension	2	
Expression	1	3

13. — A village cricket match was being played
— The bowler and the fielders were keen to send the batsmen—Sexton and Postman—back to the pavilion
— The batsmen resisted their attempts stubbornly
— Runs came in singles through a snick a bye and a mishit
— Then there was a long pause—no wicket fell, no runs scored
— But it was broken when Pollock gave two runs by an overthrow
— Thus all scores were levelled

Comprehension	4	
Expression	3	7

QUESTION-WISE ANALYSIS

Serial No.	Objective	Specifications	Content Unit	Type of Questions*	Marks Allotted	Estimated time for answering (in minutes)	Estimated difficulty level+	Remarks
1.	Knowledge	Recognises	Language	O	1	1	B	
2.	,,	,,	,,	O	1	1	B	
3.	Comprehension	Grasps meaning	,,	O	1	1	B	
4.	,,	,,	,,	O	1	1	B	
5.	Expression	Uses structure	,,	VSA	1	2	B	
6.	,,	,,	,,	VSA	1	2	B	
7.	,,	,,	,,	VSA	1	2	B	
8.	Comprehension	Infers	,,	VSA	1	2	B	
9.	,,	Locates	,,	VSA	1	2	C	
10.	Comprehension + Expression	Infers + expresses	,,	SA	3	4	B	
11.	,,	,,	,,	SA	3	4	A	
12.	,,	,,	,,	SA	3	4	B	
13.	Knowledge + Expression	Recalls + expresses	,,	E	7	10	B	

* O for Objective type
VSA for Very Short Answer type
SA for Short Answer type
E for Essay type

4 mts. for revision

\+ A for Difficult
B for Average
C for Easy

S.C.E.R.T., West Bengal Library Calcutta

ОГЛАВЛЕНИЕ

| Номер по порядку | Фамилия, имя, отчество | Должность | Стаж работы | Оклад по штатному расписанию | Доплата за вредность | Доплата за звание | Доплата за выслугу лет | Доплата за классность | Доплата за ученую степень | Доплата за классность | Доплата за классность | Доплата за классность

Form No. 3.

PSY, RES.L-1

Bureau of Educational & Psychological Research Library.

The book is to be returned within the date stamped last.

.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

WBGP-59/60-5119C-5M

371.26
AGR

E 35

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्

National Council of Educational Research and Training